DOCUMENT RESUME

ED 345 779 JC 920 255

TITLE Non-Returning Student Survey.
INSTITUTION Charles County Community Coll., La Plata, MD. Dept. of Institutional Research and Assessment.
PUB DATE May 92
NOTE 41p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Attendance; Community Colleges; Comparative Analysis; Dropout Research; *Dropouts; Followup Studies; Questionnaires; School Holding Power; Stopouts; *Student Attitudes; *Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS Charles County Community College MD

ABSTRACT

In spring 1992, Charles County Community College (CCCC) conducted a telephone survey of non-returning fall 1991 students to determine their reasons for not returning to CCCC. In order to obtain comparison data, a questionnaire designed and administered by Prince George's Community College (PGCC) (Largo, Maryland) in 1988 was used with one minor adaptation. Based upon a target sample of 311 completed surveys, study findings revealed the following: (1) the three main reasons given for not returning were job demands (53%), insufficient time (42.4%), and financial reasons (31.1%); (2) 20.6% of the respondents said that the college could have influenced them to return; (3) 73% indicated that they planned to return to CCCC; (4) the three main reasons cited by CCCC respondents for not returning were the same as those given by PGCC respondents four years earlier, despite the differing economic climate in which the two surveys were conducted; (5) equal numbers of CCCC and PGCC respondents cited "desired courses not offered" (17%) and "moved from area" (8%) as their reasons for not returning to the colleges; (6) 19.6% of PGCC students stated that the college could have influenced them to return; and (7) more PGCC (85%) than CCCC respondents said that they planned to return to the college. Graphs, tables, and the survey instruments are provided. (JSP)

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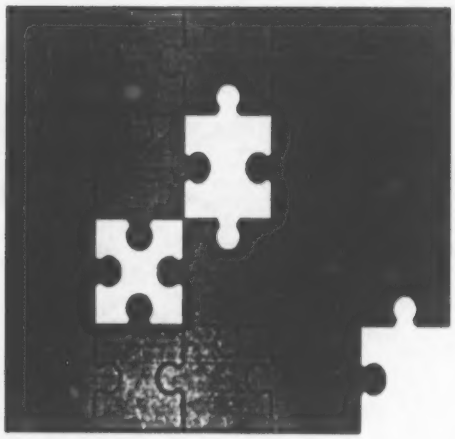
NON-RETURNING STUDENT SURVEY
CHARLES COUNTY COMMUNITY COLLEGE



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JC 920 255

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May 1992

ACKNOWLEDGEMENT

The production of the Non-Returning Survey involved the work of many people. I wish to express my appreciation to Ms. Athena Miklos, Associate Professor of Business, for allowing me to work with her Customer Relations class to conduct this project. I also would like to extend my appreciation to Mr. Craig A. Clagget, Director of Institutional Research and Analysis at Prince George's Community College for giving me permission to use the questionnaire, and to Ms. Kay R. McCoy, Supervisor of Institutional Research, who gave me a copy of the report. My further thanks go to the Customer Relations Students:

Lisa Douglas
Louis Parker
Giles Fletcher
Sandra Hollowa
Paula Bean
LeAnn Douglas
William Marshall
Nita Ford
Roanna Icenhower
Lora Carmona
Lisa Zimmerman

who did all the telephone interviews and data entry for this project. Last but not least, I would like to thank Mary Ann Colie, Programmer Analyst, who helped me in sampling and prepared the list of non-returning students.

Gohar Farahani
Director, Institutional Research and Assessment Department
May 1992

TABLE OF CONTENTS

Questionnaire 1

Purpose 3

Method 3

Summary 4

Findings 4

Non-Returning Student Characteristics 6

Analysis 8

Comparison: Charles County Community College and Prince George's Community College 27

Appendix:

Prince George's Community College Non-Returning Student Survey 28

Customer Relations Assigment for Students 31

Memo to Customer Relations Students 32

1-3. Questionnaire #:_____

CHARLES COUNTY COMMUNITY COLLEGE
Office of Institutional Research and Assessment

Survey of Non-Returning Students
Fall 91 - Spring 92

CALL RECORD

Date	Time	Interviewer (14-15)	Outcome (16-17)	Comment

OUTCOME CODES

___IC	Interview Completed	___PA	Partially Completed
___CB	Call Back (Specify When:_____)	___LM	Left Message
___RE	Refused (Why?_____)	___NA	No Answer
___WN	Wrong Number	___DI	Disconnected

Hello, my name is _____ from Charles County Community College. I am calling because the college's records show that, although you were a student here during Fall 91, you are not currently registered for any courses this Spring. We'd like you to answer a few brief questions to help us find out some of the reasons students might not return to Charles County Community College.

[18] To verify our list, tell me if you are currently enrolled in any credit courses at Charles County Community College?

☐ **YES,** Our questions are for students who are not taking credit courses this semester. Thank you for your time. **(TERMINATE INTERVIEW!!)**
☐ **NO, (CONTINUE INTERVIEW)**

When entering data, YES = 1 and NO = 2.

[19] Did you begin the registration process for any credit course in the Spring 92 semester?

☐ **YES (IF YES, THEN ASK),** Did you complete registration for any credit courses and then drop that course? **[20]** _____**YES** _____**NO**
☐ **NO, (IF NO, GO TO QUESTION 21.)**

When entering data, YES = 1 and NO = 2.

NOTE: If [19] is NO, you should put a 0 in for [20].

I'm going to read some possible reasons for a student not returning to college. Please tell me, for each one, whether it was a major reason, a minor reason, or not a reason for your decision not to return to Charles County Community College this semester.

	MAJOR REASON	MINOR REASON	NOT A REASON
21. Transferred to another school	1	2	3
Please specify name of school_____			
22. Full-time employment demands.	1	2	3
23. Immediate educational goal achieved.	1	2	3
24. Class times were not convenient.	1	2	3
25. Relocated to another area.	1	2	3
26. Change in family situation.	1	2	3
27. Child care difficulties.	1	2	3
28. Undecided about your goals.	1	2	3
29. Financial reasons.	1	2	3
30. Health reasons.	1	2	3
31. Poor high school preparation for college.	1	2	3
32. Academic problems due to poor personal study habits.	1	2	3
33. Poor grades.	1	2	3
34. Difficulties with registration.	1	2	3
35. Lack of support/poor advice from counselor or advisor.	1	2	3
36. Desired course(s) not offered.	1	2	3
37. Lack of attention from faculty.	1	2	3
38. Poor quality of instruction.	1	2	3
39. Lack of knowledge of where to find needed help.	1	2	3
40. Insufficient time due to other responsibilities.	1	2	3
41. Other. (Please specify.)_____	1	2	3

42. Could the college have helped you in any way which would have influenced you to return to Charles County Community College this semester?

☐ **YES, (IF YES, THEN ASK) 42a. How?**_____

☐ **NO, (IF NO, GO TO QUESTION 43.)**

When entering data, YES = 1 and NO = 2.

43. Do you plan to return to Charles County Community College?

☐ **YES, (IF YES, THEN ASK) 43a. When?**_____

☐ **NO**

When entering data, YES = 1 and NO = 2.

That completes my questions. Thank you very much for your help.

PURPOSE

In December 1989, Charles County Community College submitted its mission statement to the Maryland Higher Education Commission and based on the approved mission statement, the college began work on its performance accountability plan and its report. On the Student Growth and Achievement section of the mission statement the following statement appeared:

> **"The college intended to maintain the environment and provide the opportunities for students to achieve their goals..."**

To measure the outcome of the statement, student were placed into three categories: those students who accomplished their goals, those students who are still enrolling in CCCC, and those students who were enrolled one semester and did not return the next semester. The focus of the present report is on the third category, "Non-Returning Students" (see the Institutional Effectiveness Indicators & Sources from CCCC Accountability Plan).

During the Spring semester of 1992, Charles County Community College administered a telephone survey of non-returning students, to find out why students who were enrolled on Fall 1991 did not return in Spring 1992.

METHOD

There were 1908 (33%) of Fall 1991 students who were not enrolled in Spring 1992 in any credit courses as of the third week of classes. (Those who were graduated or applied for graduation were not included in the sample and the above figure.) A list of 50% of the non-returning students was randomly selected. The target sample was 311 completed surveys, to obtain a tolerated sampling error of +/- 5% at a 95% confidence level. Every third name was used for the first set of surveys. The rest of the names were chosen randomly to cover wrong telephone numbers, disconnected and no answers after fourth try.

To have comparison data, the questionnaire that was designed by Prince George's Community College, Office of Institutional Research and Analysis was used with one minor change (see appendix). By reviewing the PGCC results, the decision was made to exclude the first open-ended question and keep the list of 20 possible reasons.

Under the direction of Ms. Athena Miklos, the instructor of a Customer Relations class, and Ms. Gohar Farahani, the Director of the Institutional Research and Assessment Department. Students enrolled in Customer Relations were trained to program the telephone interviews and data entry as part of their class assignment.

A telephone room with six phones was used for conducting the telephone interviews for eight evenings from 5:00 p.m. to 8:00 p.m. Telephone interviewers were supervised by one of the trainers. All the questionnaires were collected from the students and reviewed to insure the accuracy of the data before entering the data. One session of data entry was conducted to train the students to enter the data into WordPerfect. The data were then reviewed and cleaned and uploaded to the mainframe to be analyzed using SPSSX. The data were sorted by the interviewers' codes. The students were trained to analyze the data for their class assignments. The aggregate data were used to produce the present report.

The results of this study will be sent to the Performance Accountability Focus Group, who will write the implications for the Performance Accountability Report.

SUMMARY

The first three "major" or "minor" reasons that were mentioned by the respondents were Job Demands (53%), Insufficient Time (42.4%) and Financial Reasons (31.1%).

Twenty-one percent of the respondents said that the college could have influenced them to return to the college.

Seventy-three percent of the respondents said that they plan to return to the college.

FINDINGS

On average each respondent has mentioned 1.9 "major" reasons and 1.2 "minor" reasons for not returning. Overall, 605 "major" and 372 "minor" reasons were given by all the 311 respondents.

Upon review, job demands, time, and budget constraints were found to be the top three reasons for not returning. This finding, along with the percentage (73%) of respondents who said that they plan to return, dismissed the idea that the students' motivations for leaving the college are primarily dissatisfaction with services. However, 36% (113) of the respondents mentioned the type of reasons over which the college had control. These reasons are listed in a table on the following page:

College Controlled Reasons

	Major Reasons	Minor Reasons	Total Reasons
Desired Courses Not Offered	26	28	54
Classes not Convenient	35	39	74
Quality of Instruction	3	9	12
Lack of Faculty Attention	3	7	10
Poor Advising	11	4	15
Registration Problems	11	6	17
Number of Respondents	89 (67)	93 (68)	182 (113)

The above figures are duplicated and the number in parenthesis are unduplicated. For instance, of the 113 who indicated the above reasons as "major" or "minor" reasons for not returning, some of them mentioned more than one reason.

The survey results suggest that of 1908 Fall 91 students who did not return in Spring 92, the college could have possibly influenced 393 of them to enroll in Spring 92.

In the following pages, the "major" and "minor" reasons cited by the respondents and the relationship between respondents' characteristics and their reasons for not returning are analyzed.

NON-RETURNING STUDENTS
Characteristics
Spring 1992

ENTRY GOAL	N	%
Courses Only	114	36.7
Certificate	52	16.7
AA Degree	108	34.7
Unknown	37	11.9

REASON FOR ATTENDING	N	%
Explore Career	60	19.3
Prepare For Career	35	11.3
Prepare For Transfer	94	30.2
Update Skills	58	18.6
Self Enrichment	39	12.5
Other	8	2.6
Unknown	17	5.5

RACE	N	%
Black	28	9.0
White	269	86.5
Other	14	4.5

GPA	N	%
0.00	17	5.9
0.01 Thru 0.99	14	4.8
1.00 Thru 1.49	19	6.6
1.50 Thru 1.99	16	5.5
2.00 Thru 2.49	39	13.5
2.50 Thru 2.99	38	13.1
3.00 Thru 3.49	61	21.1
3.50 Thru 4.00	85	29.4
No GPA	25	

Twenty-five of the non-returning students had no cumulative grade point average. Sixteen of them had withdrawn from all of their courses, 2 had audited their classes, 5 had taken developmental courses, and 2 had "no grade" on their transcripts.

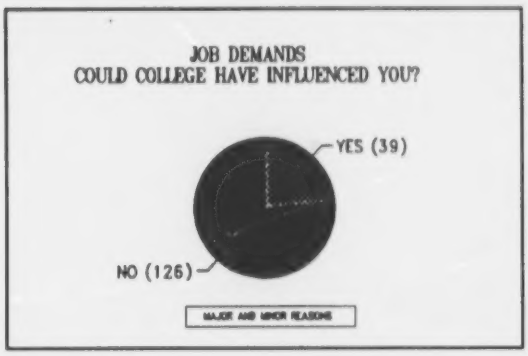
"MAJOR" OR "MINOR" REASONS FOR NOT RETURNING RANKED BY PERCENT OF TOTAL

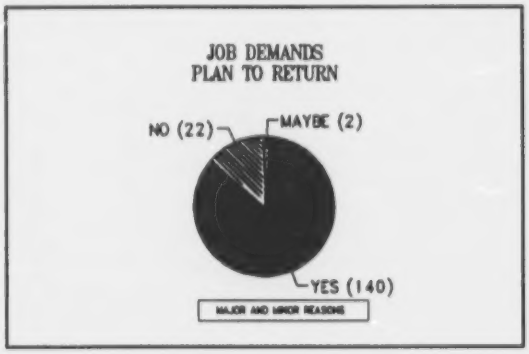
	RANK	MAJOR REASON N	%	MINOR REASON N	%	TOTAL N	%
Job Demands	1	119	38.3	46	14.8	165	53.1
Insufficient Time	2	90	28.9	42	13.5	132	42.4
Financial Reasons	3	67	21.5	30	9.6	97	31.1
Classes Not Convenient	4	35	11.3	39	12.5	74	23.8
Desired Course Not Offered	5	26	8.4	28	9.0	54	17.4
Undecided About Goal	5	14	4.5	40	12.9	54	17.4
Educational Goal Achieved	6	39	12.5	13	4.2	52	16.7
Change In Family Situation	7	31	10.0	19	6.1	50	16.1
Transferred	8	36	11.6	3	1.0	39	12.5
Poor Study Habits	9	14	4.5	22	7.1	36	11.6
Poor Grades	10	12	3.9	17	5.5	29	9.4
Moved From Area	11	15	4.8	9	2.9	24	7.7
Child Care Difficulties	12	16	5.1	7	2.3	23	7.4
Health Reasons	13	13	4.2	8	2.6	21	6.8
Poor HS Prep. for college	14	7	2.3	12	3.9	19	6.1
Registration Problems	15	11	3.5	6	1.9	17	5.5
Poor Advising/Counseling	16	11	3.5	4	1.3	15	4.8
Poor Quality Instruction	17	3	1.0	9	2.9	12	3.9
Lack of Faculty Attention	18	3	1.0	7	2.3	10	3.2
Unsure Where To Get Help	18	1	0.3	9	2.9	10	3.2
Other Reasons*	N/A	42	13.5	1	0.3	43	13.8

* For ranking, "Other Reasons" were not take into the consideration.

Job Demands as Major & Minor Reasons

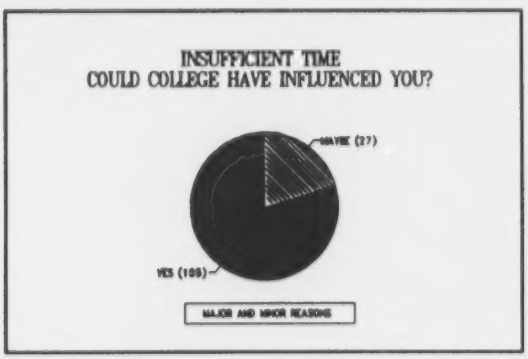
Fifty-three percent (165) of the respondents cited **job demands** "major" (119) or "minor" (46) reason for not returning. The entry reason of 29% (47) of these students was to prepare to transfer, while 53% (88) had career-related reasons for attending CCCC. The entry goal of 34% (56) of them was to take courses only, while 38% (62) planned to obtain an A.A. Degree and 19% (31) to earn a certificate. Twenty-four percent (39) of them said that the college could have influenced them to return. Eighty-five percent (140) said that they plan to return to CCCC.

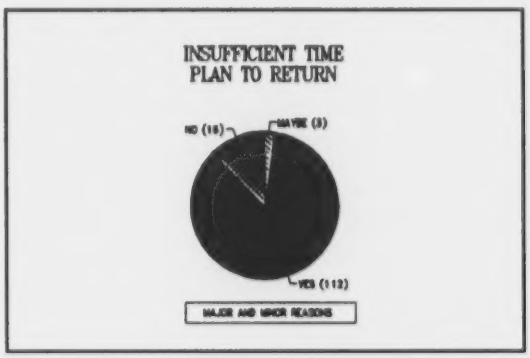




Insufficient Time Due to Other Responsibilities

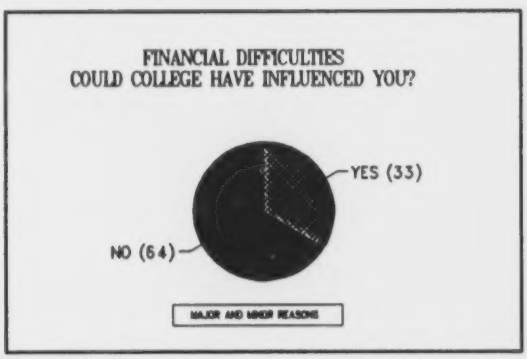
Forty-two percent (132) of the respondents cited **insufficient time due to other responsibilities** as a "major" (90) or "minor" (42) reason for not returning. The entry reason of 23% (30) of them was to prepare to transfer, 59% (78) had career-related reasons, and 11% (15) were attending CCCC for self-enrichment. Twenty-one percent (27) of them said that the college could have influenced them to return. Eighty-five percent (112) of them said that they plan to return to CCCC.

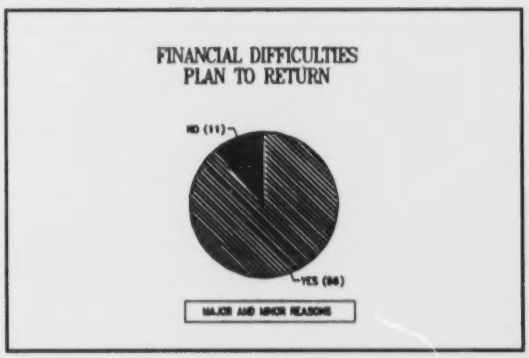




Financial Reasons

Thirty-one percent (97) of the respondents cited **financial reasons** as a "major" (67) or "minor" (30) reasons for not returning. The entry reason of 34% (33) of them was to prepare to transfer, while 49% (47) had career-related reasons 12% (12) were attending CCCC for self-enrichment. The entry goal of 26% (25) of them was to take courses only, 43% (42) to obtain an A.A. Degree, and 20% (19) to earn a certificate. Fifty-one percent of them had a cumulative GPA of 2.5 or higher. Thirty-three percent (32) of them were 21 years or younger, 37% (36) were 22-29 years old, and 20% (19) were 30-39 years old. Eighty-nine percent (86) of them said that they plan to return to CCCC. Thirty-four percent (33) of them stated that the college could have influenced them to return. The names of these students were sent to the Financial Assistance Department to determine whether they were qualified for aid or, if they have not requested financial assistance, to help them apply.

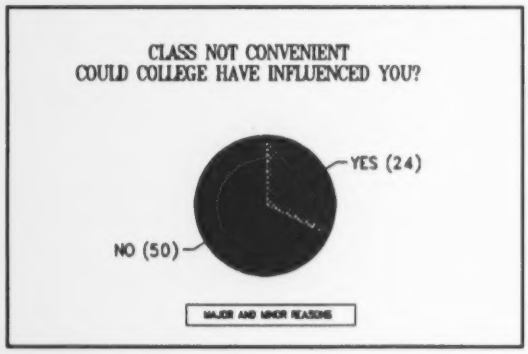


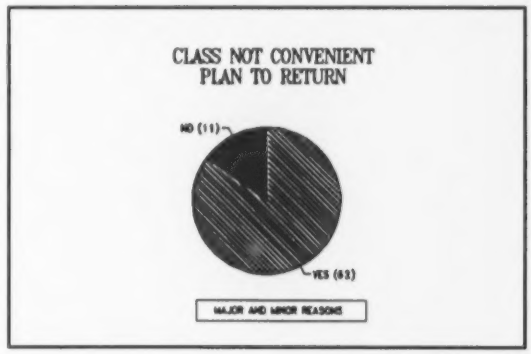


Classes Not Convenient

Twenty-four percent (74) of the respondents noted that a "major" (35) or "minor" (39) reason for not returning was that **class times were not convenient.** Of these, 35 were from Charles County, 12 from Calvert County, 19 from St. Mary's, 2 from Prince George's County, and one was from an unknown county. The entry reason of 26% (19) of them was to prepare to transfer, 60% (44) had career-related reasons and 11% (8) of them were attending CCCC for self-enrichment. The entry goal of 31% (23) of them was to take courses only, 42% (31) to obtain an A.A. Degree, and 19% (14) to earn a

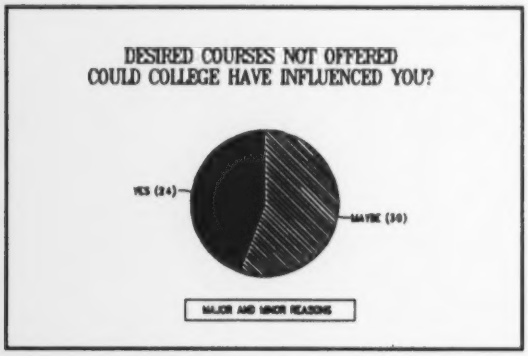
certificate. Fifty-five percent of them had a cumulative GPA of 2.5 or higher. Thirty-two percent (24) of them cited that the college could have influenced them to return. Eighty-four percent (62) of them said that they plan to return to CCCC.

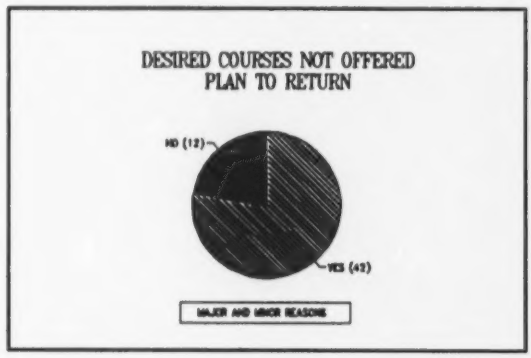




Desired Course(s) Not Offered

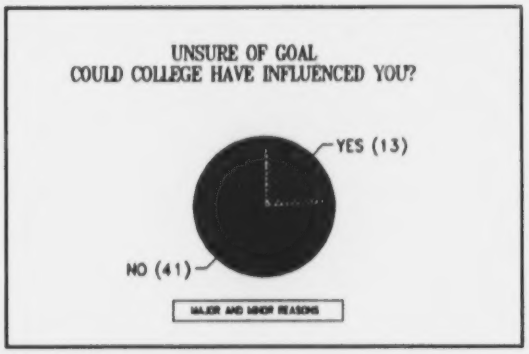
Seventeen percent (54) of the respondents said the fact that **desired course(s) were not offered** was a "major" (26) or "minor" (28) reason for not returning. Of these, 21 were from Charles County, 11 from Calvert County, 19 from St. Mary's County, 1 from Prince George's County, and one from an unknown county. The entry reason of 26% (14) of them was to prepare to transfer, while 54% (29) had career-related reasons, and 15% (8) were attending CCCC for self-enrichment. The entry goal of 35% (19) of them was to take courses only, 41% (22) to obtain an A.A. Degree, and 15% (8) to earn a certificate. Seventy percent (38) of them had a cumulative GPA of 2.5 or higher. Fifty-six percent (30) of them stated that the college could have influenced them to return. Seventy-eight percent (42) of them said that they plan to return to CCCC.

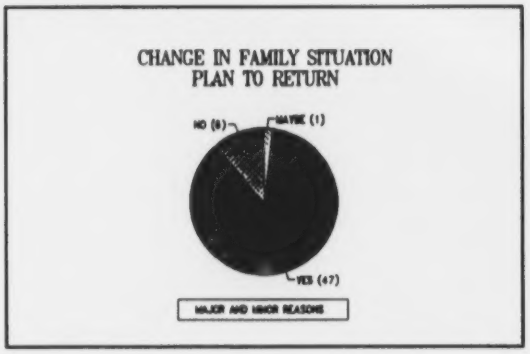




Undecided about Your Goal

Seventeen percent (54) of the respondents cited that a "major" (14) or "minor" (40) reason for not returning was that they were **undecided about their goals**. The entry reason of 28% (15) of them was to prepare to transfer, 52% (28) had career-related reasons, and 17% (9) of them were attending CCCC for self-enrichment. The entry goal of 37% (20) of them was to take courses only, 33% (18) to obtain an A.A. Degree, and 19% (10) to earn a certificate. Thirty-seven percent of them had a cumulative GPA of 2.5 or higher. Fifty percent (27) of them were 21 years or younger. Twenty-four percent (13) of them stated that the college could have influenced them to return. Eighty-seven percent (47) of them said that they plan to return to CCCC. The names of these respondents were sent to the Student Development advisors/counselors to offer them help.

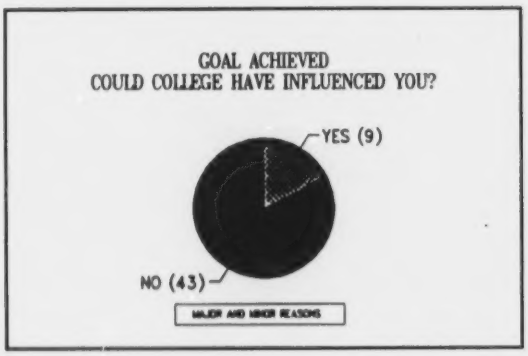


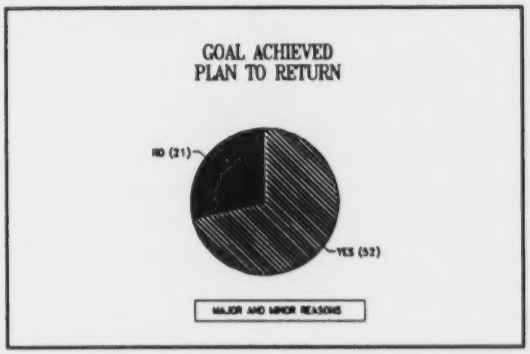


Immediate Educational Goal Achieved

Almost seventeen percent (52) of the respondents cited that a "major" (39) or "minor" (13) reason for not returning was that they had **achieved their immediate educational goal**. The entry reason of 23% (12) of them was to prepare to transfer, 46% (24) of them had career-related reasons, and 23% (12) of them were attending CCCC for self-enrichment. The entry goal of 54% (28) of them was to take courses only, 23% (12) to obtain an A.A. Degree, and 10% (5) was to earn a certificate. Seventy-three percent (38) of them had a cumulative GPA of 2.5 or higher. Seventeen percent (9) of them stated that college could have influenced them to

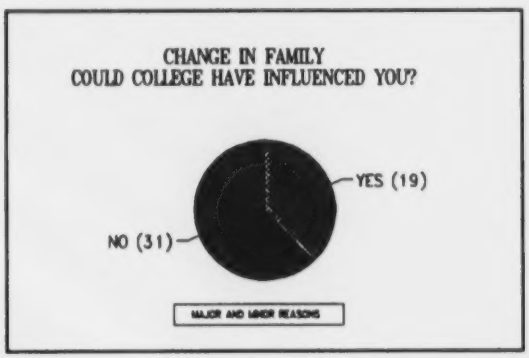
return. Fifty-eight percent (30) of them said that they plan to return to CCCC.

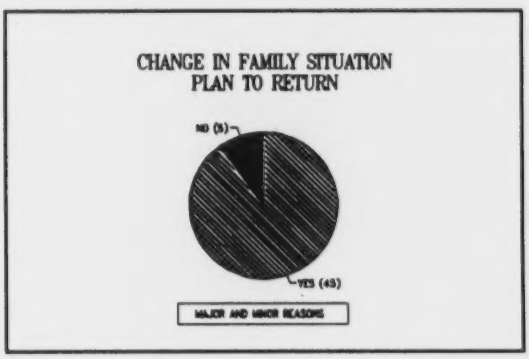




Change in Family Situation

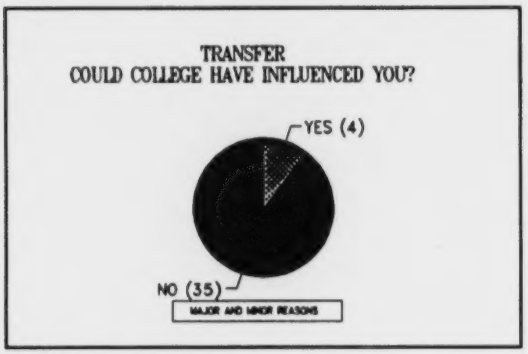
Sixteen percent (50) of the respondents cited a **change in their family situation** as a "major" (31) or "minor" (19) reason for not returning. Thirty-eight percent (19) of them said that the college could have influenced them to return to CCCC.

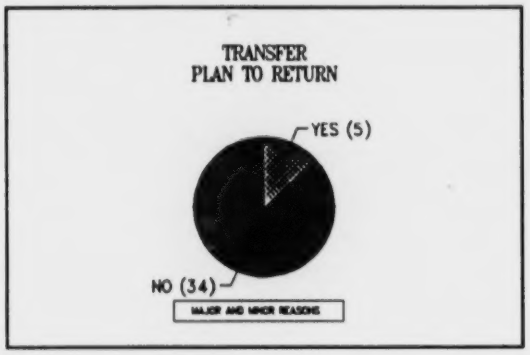




Transferred

Almost 13% (39) of the respondents stated that a "major" (36) or "minor" (3) reason for not returning was that they had **transferred to another institution.** The entry reason of 67% (26) of them for attending CCCC was to prepare to transfer, while 22% (8) had career-related reasons. The entry goal of 56% (22) of them for attending CCCC was to take courses only, 26% (10) to obtain an A.A Degree, and 8% (3) to earn a certificate. The cumulative GPA of 69% of them was 2.5 or higher. Ten percent (4) of them said that the college could have influenced them to return. Thirteen percent (5) of them said that they have plans to return to CCCC.



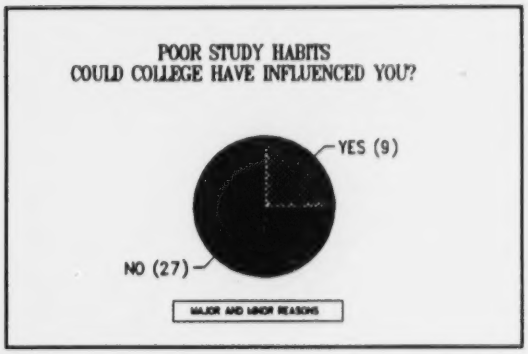


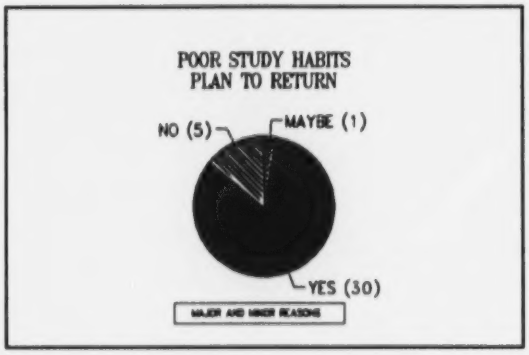
Students have transferred to the following institutions:

-St. Mary's College (6)
-University College (2)
-University of Maryland Baltimore Campus
-University of Maryland (6)
-University of Miami
-University of Maryland
-University of Alabama
-University of Delaware
-Towson University (2)
-West Virginia University
-East Carolina University
-George Mason University
-Salisbury State (4)
-Black Hills State, South Dakota
-Prince George's Community College (Prince George's resident)
-Anne Arundel Community College (Prince George's resident)
-Still in high school

Academic Problems Due to Poor Personal Study Habit

Almost 12% (36) of the respondents cited **academic problems due to poor personal study habits** as a "major" (14) or "minor" (22) reason for not returning. Seventy-two percent of them have a cumulative GPA of less than 2.5. The entry reason of 31% (11) of them was to prepare to transfer and 50% (18) had career-related reasons. The entry goal of 33% (12) of them was to take courses only, 25% (9) to earn an A.A. Degree, and 28% (10) to earn a certificate. Twenty-five percent (9) of them stated that the college could have influenced them to return. Eighty-three percent (30) of them plan to return to CCCC. These students were contacted and offered assistance by the Learning Assistance and Reading Department.

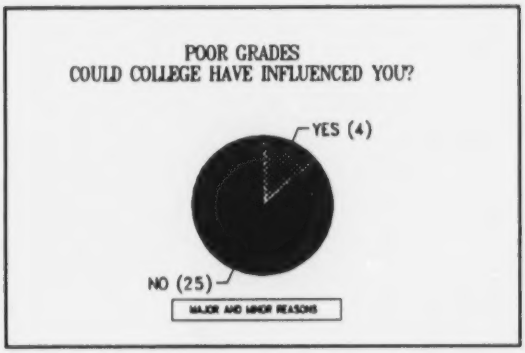


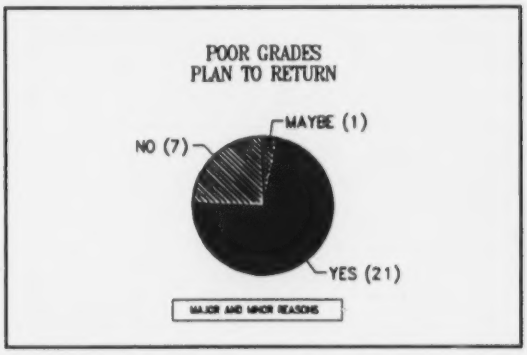


Poor Grades

Nine percent (29) of the respondents cited **poor grades** as a "major" (12) or "minor" (17) reason for not returning. Only 10% (3) of them had a cumulative GPA of 2.5 or higher. The entry reason of 38% (11) of them was to prepare to transfer, while 52% (15) had career-related reasons. The entry goal of 24% (7) of them was to take courses only, 28% (8) to earn an A.A. Degree, and 31% (9) to earn a certificate. Fourteen percent (4) of them said that the college could have encouraged them to return. Seventy-two percent (21) of them plan to return to CCCC. These students were contacted

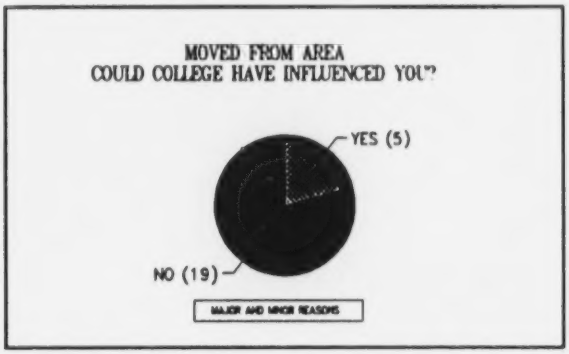
and offered assistance by the Learning Assistance and Reading Department.

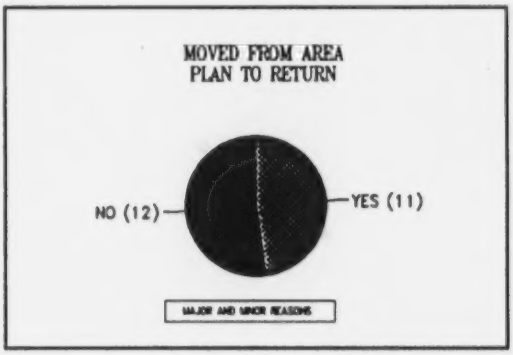




Moved from the Area

Almost 8% (23) of the respondents stated that **relocation to another area** was a "major" (15) or "minor" (9) reason for not returning.

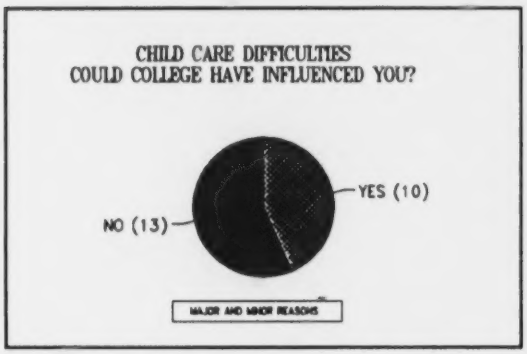


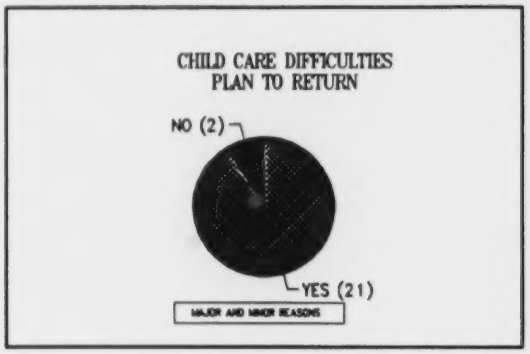


Child Care Difficulties

Seven percent (23) of the respondents said that **child care difficulties** was a "major" (16) or "minor" (7) reason for not returning. Forty-three percent (10) of them said that the college

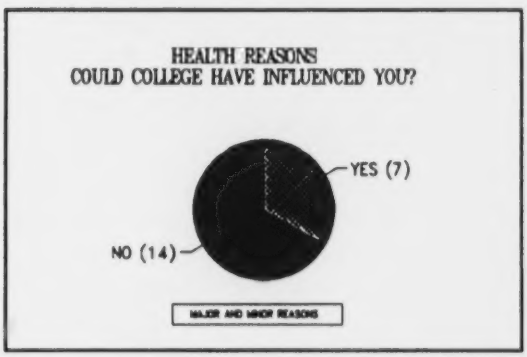
could have influenced them to return. Ninety-one percent (21) of them have plans to return to CCCC.

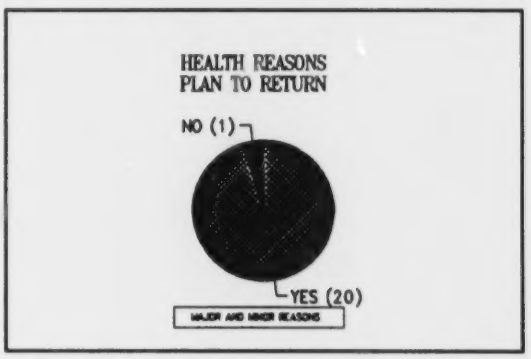




Health Reasons

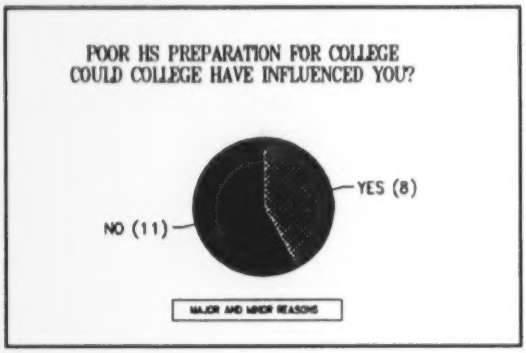
Almost 7% (21) of the respondents cited **health reasons** as a "major" (13) or "minor" (8) reason for not returning. Thirty-three percent (7) of them said that the college could have influenced them to return. Ninety-five percent (20) of them plan to return to CCCC.

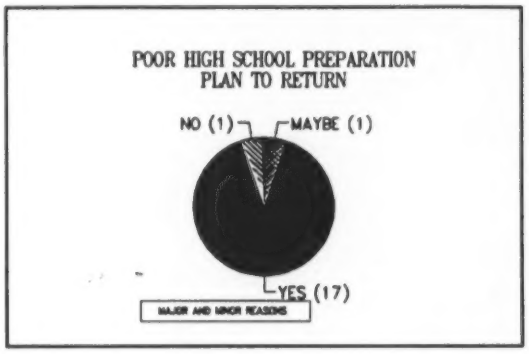




Poor High School Preparation for College

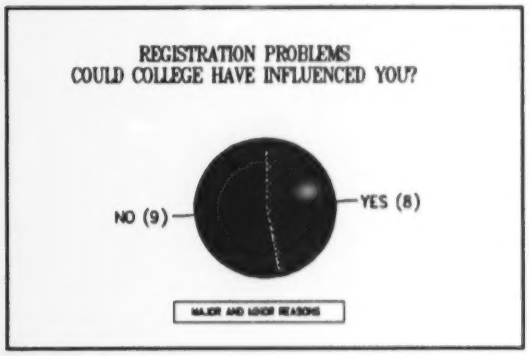
Six percent (19) of the respondents cited that **poor high school preparation for college** was a "major" (7) or "minor" (12) reasons for not returning. Forty-two percent (8) stated that college could have influenced them to return. Eighty-nine percent (17) of them said that they plan to return to CCCC. These students were contacted and offered assistance by the Learning Assistance and Reading Department.

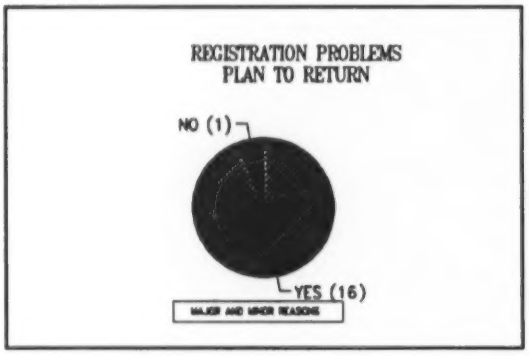




Difficulties with Registration

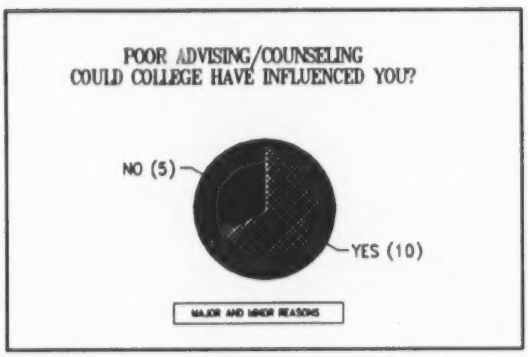
Six percent (17) of the respondents cited **difficulties with registration** as a "major" (11) or "minor" (6) reason for not returning. Forty-seven percent (8) of them said that the college could have influenced them to return. Almost all of them (16) said that they plan to return to CCCC. The names of these respondents were sent to the Student Development Department to contact them for further assistance.

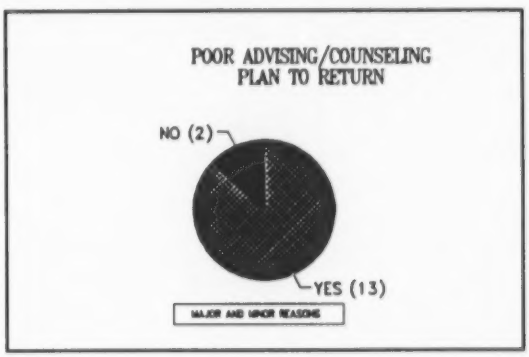




Lack of Support, Poor Advice from Counselor or Advisor

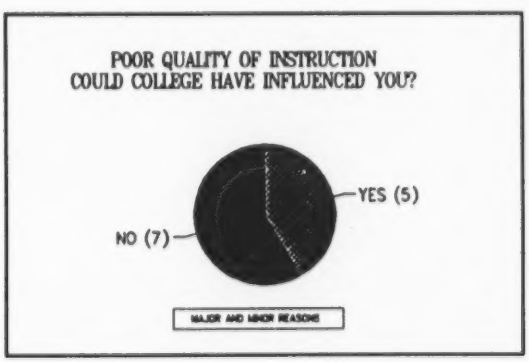
Almost 5% (15) of the respondents cited **lack of support, poor advice from counselor or advisor** as a "major" (11) or "minor" (4) reason for not returning. Sixty-seven percent (10) of them said that the college could have influenced them to return. Eighty-seven percent (13) of them said that they plan to return to CCCC. The names of these respondents were sent to the Student Development Department to contact them for further assistance.

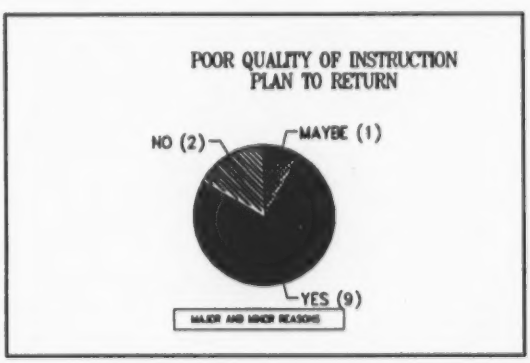




Poor Quality of Instruction

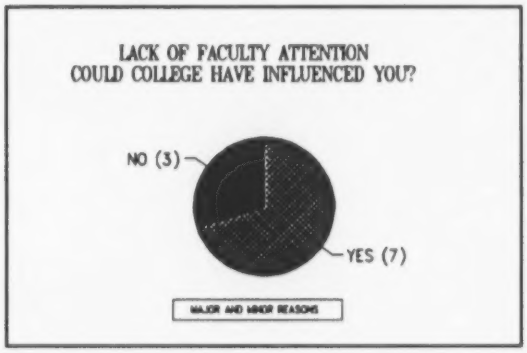
Almost 4% (12) of the respondents cited **poor quality of instruction** as a "major" (3) or "minor" (9) reason for not returning. Forty-two percent (5) of them said that the college could have influenced them to return. Seventy-five percent (9) of them said that they plan to return to CCCC.

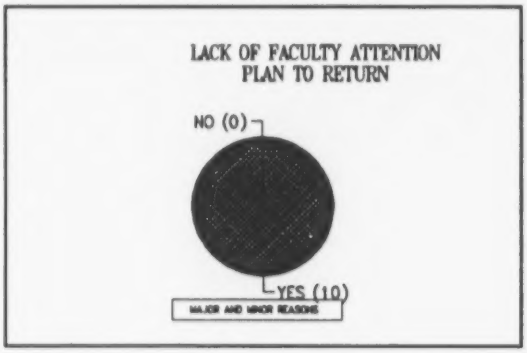




Lack of Faculty Attention

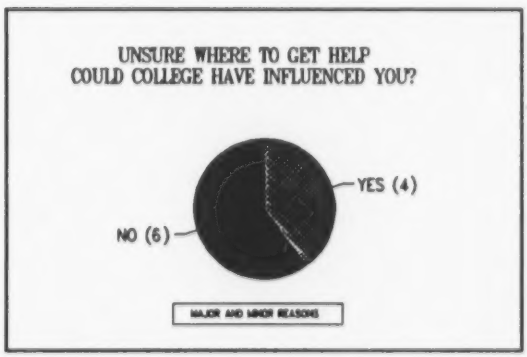
Three percent (10) of the respondents cited **lack of faculty attention** as a "major" (3) or "minor" (7) reason for not returning. Seventy percent (7) of them said that the college could have influenced them to return. All of them said that they plan to return to CCCC.

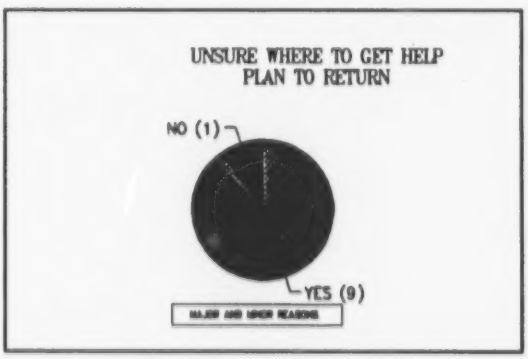




Lack of Knowledge of Where to Find Needed Help

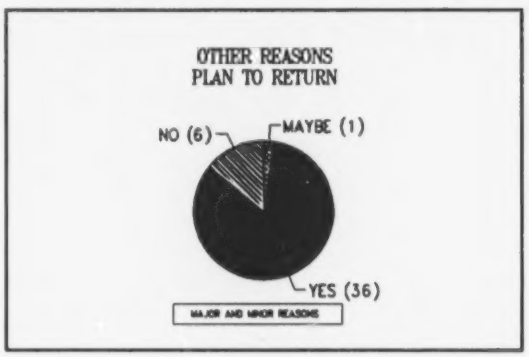
Three percent (10) of the respondents cited **lack of knowledge of where to find needed help** as a "major" (3) or "minor" (7) reason for not returning. None of the respondents who mentioned this as a "major" reason said that the college could have influenced them to return. Of those who cited this as a "minor" reason, 57% (4) of them said that the college could have influenced them to return. Ninety-percent (9) said that they plan to return to CCCC. The names of these respondents were sent to the Student Development Department to contact them for further assistance.





Other Reasons

When the respondents were asked if there were any other reasons for not returning to CCCC, in most cases they repeated the same reason(s) that they had mentioned before. Below is a list of their comments. Please note that the "..." means that they have mentioned a specific name. These names were reported to the appropriate department for further investigation, but omitted from this report.

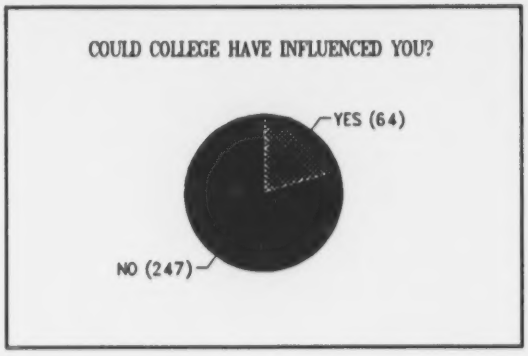


QUESTION 41 - Other reasons for not returning in Spring 1992.

-Waiting for the college to give her back her portfolio
-Canceled Class (He went to the registration process [Editor's comment])
-Doesn't like to drive in the snow
-Was in a car accident (2)
-Moved (2)
-Daughter getting married
-Travels a lot
-Classes were closed
-Bought a house
-Closing on a house - someone bought from them
-Car broke down
-Traveling to foreign countries
-Traveling frequently due to work
-Taking a break (3)
-Went into the Armed Forces
-High School Enrichment Program (2)
-Course required by job
-Needed to finish another course
-Did not get a refund
-She needs a break because she got a "C" on the last accounting

test she took
-Changed career goals
-The college needs to have more career goals like X-ray technician and on a competitive level
-Department of Commerce
-Lack of initiative
-Changed major
-She is planning a wedding and it is too much for her to do both
-She only took the classes to get ahead at St. Mary's College
-Transferred overseas according to the mother-in-law
-Cutting classes - harder to get in the classes that he wanted to get into.
-Un-professionalism.
-Too much going on in his life at this time.
-On probation for failing classes - husband died 02/03/92.
-Temporary work & part-time - did not hire him full-time - invoked the job freeze and he was to work full-time here at CCCC. If CCCC would have hired him full-time, he would have been able to return to CCCC.
-Cost of classes and books.
-Work - focus more on work.
-Has her A.A. degree.
-Only went to the college while on leave in the Navy.
-She has her masters degree completed.
-Joined the Navy and will be going to California
-Waiting on Grant
-Had to take care of sick grandmother in California
-Taking a break. She realized that she wasn't interested in school and needed a break.
-Transportation
-Has obtained A.A. from CCCC - Taking additional courses toward degree at UMCP
-Currently taking con-ed classes at the Calvert Campus
-Took the class and thought the class was too accelerated. Only one exam was given and she received a "C" but received a notice that she had "F" as a mid-grade. Professor ... was a horrible teacher and told the class that he didn't know that he needed to spoon feed them. She was never pulled aside about her grade or to assist with help. She will not return because of the quality of the teacher.
-The student was very frustrated with the course and the entire program. ... was a horrible teacher. Most of the teachers seem to be go-getters however she felt that she was teaching herself the entire course. She is 44 years old and felt that for the students coming out of school the teacher gave them absolutely no direction. Would like to return but is skeptical.
-Classes were offered too late in the evening
-Style of teaching

42. <u>Could the college have helped you in any way which would have influenced you to return to Charles County Community College?</u>



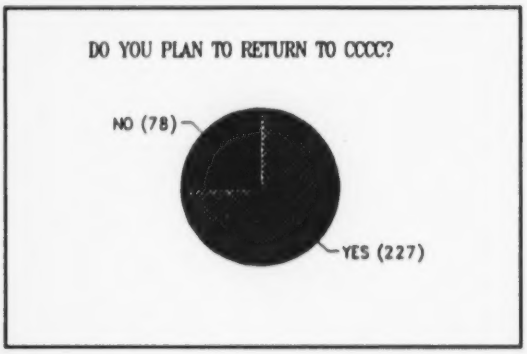
Twenty-one percent (64) of the respondents cited that the college could have influenced them to return to CCCC. A breakdown of this question with the "major" or "minor" reason is provided for each category. The following are the responses to the follow-up question that was asked the respondents: **How college could have influenced you to return?**

-If the college would have offered a Continuing Creative Writing Course
-Lower tuition
-Offer more classes at Calvert (2)
-Offer more classes at St. Mary's
-Have Counselors at the St. Mary's Campus (2)
-If the class was not canceled
-Offer more courses in the evening
-If the class times were convenient
-If the college paid the student's tuition
-The college would not let her withdraw two days after the deadline
-The student had to appear for jury duty and the college would not let him get a refund because he missed the date by 2 days
-If the student qualified for financial aid
Physics course wasn't offered, last course needed for degree
Offer a course he wants
-Needed help with filling out papers for a grant
-Knowledge wise
-Give credit by exam
-Send more pamphlets containing information about the college
-Give financial aid
-Make it a four year Institution
-Could have helped him to get into class. Wanted to take Real Estate II - class had only 3 people. Did not find out until 4TH week in semester. ... ... was willing to let them into class; complained about ... . He talked to ... and he said she was very abrupt, rude; would not let him in class!
-Could have granted her some form of Financial Aid.

-Class times were not convenient for her.
-The college had no course selections for him this semester.
-Hire better counselors.
-Wanted to get into Project Transition, could not because she was not qualified; Husband made too much money, was very angry about this.
-Not sure (7)
-No idea hopefully by September
-When programming for mainframe was offered
-Pay him back his refund of $800.00 and he filed a petition on his money [His name was given to the Student Development Department to contact him. Editor's comment]
-Get him a job that pays a lot of money
-Offer some MacIntosh computer classes and graphics
-Yes, if the prices were lower.
-Yes, financial aid.
-Yes, lower prices at Prince George's Community College. Prices - have gone up at CCCC. Financially better for him to go to Prince George's.
-Maybe, need to pick up some more courses - LAB & Math courses.
-Yes, financial.
-Yes, help w/St. Mary's Campus. Counselor not returning phone calls.
-Yes, grants or funding for women.
-Yes, hired him full-time (he works at CCCC).
-Yes, payment plan - to pay on a type of installment plan.
-Yes, maybe a loan or grant.
-Yes, CCCC wouldn't change class time.
-Yes, more times for the course that she wanted to take.
-Offer the courses needed in his field of study.
-Class times were made convenient.
-Advance the decorating courses
-If the college paid for it.
-Class times were made convenient.
-Getting in touch with her like this survey.
-If the college had the desired courses.
-Offer courses in lower levels (LESS THAN 099)
-Offer hospital Lab Tech Courses
-Offer Automatic Scheduling Processes
-Financial Aid (2)
-Counselor could have contacted him
-Offer more computer science courses
-Give Grant
-Offer specific daycare course
-Teacher could have been more helpful. Student had to have surgery and dropped the course because she didn't realize that she could have withdrawn which wouldn't lower her grade point average or asked for an incomplete.
-The teacher she took(...) was horrible and felt that if he had directed more attention to what he taught she would have had a better experience.
-Offer earlier evening classes and more tele-courses

would like to see more classes offered at the Calvert Campus
-The student said that taking courses here wouldn't transfer to University College although she wasn't informed prior to taking classes.
-Make classes more affordable/not to raise the tuition
meet occupational skills offering a wider variety of classes
-Counselor
-Scholarship for daughter
-Lower course fees

43. Do you plan to return to CCCC? When?



Seventy-three percent (227) of the respondents said that they plan to return to CCCC. Of these, 24% will return in Fall 1992. A breakdown of their "major" or "minor" reasons appears in the analysis related to the items. The following are the responses to the follow-up question that was asked the respondents: **When do you plan to return to CCCC?**

-Fall 92 (54)
-Summer 92 (37)
-Don't know when (30)
-Fall 92 or summer 92 (8)
-Fall 93 (12)
-Possibly when he cools down
-When financial situations get straight
-When they offer the classes he wants (3)
-When an interesting course is offered
-When course opens up again
-If the opportunity presents itself
-Undecided about returning
-She might return during the summer to take some classes to get ahead for the Fall classes at St. Mary's College
-If he doesn't move back home to Rhode Island
-Fall '92 or Spring '93, if her job pays for her education.
-Whenever he can get himself motivated again
-Depends on the receival of a Pell Grant
-When job permits

The following are other comments that were made by the respondents:

-No counselors at St. Mary's
-Took class for fun
-Already has A.A. Degree, taking computer classes off and on. Programming languages in computers and systems analysis for computers are some desired courses
-Had to work, got a good job
-Dropped out during semester, was closing on a house. Had no energy left
-Retiring from the Navy
-Working at a 2 year temporary job in Mississippi
-Already has a four year degree. The class was just an upgrade for him.
-In Navy. Transferring in Dec. Taking correspondence classes now
-High school enrichment program
-Got a note from the dean because she maintained a 3.5 average at CCCC
-Could not take classes because of therapy.
-Enrolled Fall '91 - didn't get the one class (withdrew) - rebate returned.
-Has a Masters Degree in Human Resources Development. Caliber of instructor was below par in this particular course. The quality of the presentation & instruction - Interior Design.
-His work originally paid and will not pay anymore. He will probably go through Navy.
-Courses were not available. Counselor did not return phone calls. Working on a degree in the field that he is currently in.
-She is in real-estate. She works on commission. Sales haven't been very good.
-Couldn't afford - too expensive.
-If CCCC would have hired him full-time, he would have been able to return to CCCC.
-A-4 year college would be more enticing to return to. She works at NOS and they were to pay her tuition - NOS did not come through.
-There were three people who wanted this class on organic bio-chemistry. Limited class at CCCC of 8 people. She has heard that 4 people have already dropped out of this class.
-Just had a baby.
-Not satisfied w/counseling. Attendance requirements offensive. -A bunch of snotty-nosed kids - not an adult atmosphere - an extension of high school. A different atmosphere at other community colleges.

COMPARISON
CHARLES COUNTY COMMUNITY COLLEGE
&
PRINCE GEORGE'S COMMUNITY COLLEGE

The next three pages present a comparison of non-returning students at Prince George's Community College and Charles County Community College.

Although these two surveys were administered during two different time frames (1987-88 v. 1991-92) with different economic situations, the results are very similar. This shows that the students at community colleges have similar reasons for stopping out.

TABLE 1

- The top three "major" and "minor" reasons for not returning (**Job Demands, Insufficient Time, Financial Difficulties**) were the same for CCCC and PGCC non-returning students. An equal percentage of respondents mentioned that **desired courses were not offered** (17%) and **moved from area** (8%) as their reasons for not returning.

TABLE 2

- Almost the same percentage of students at CCCC (20.6%) and PGCC (19.6%) cited that their colleges could have influenced them to return.

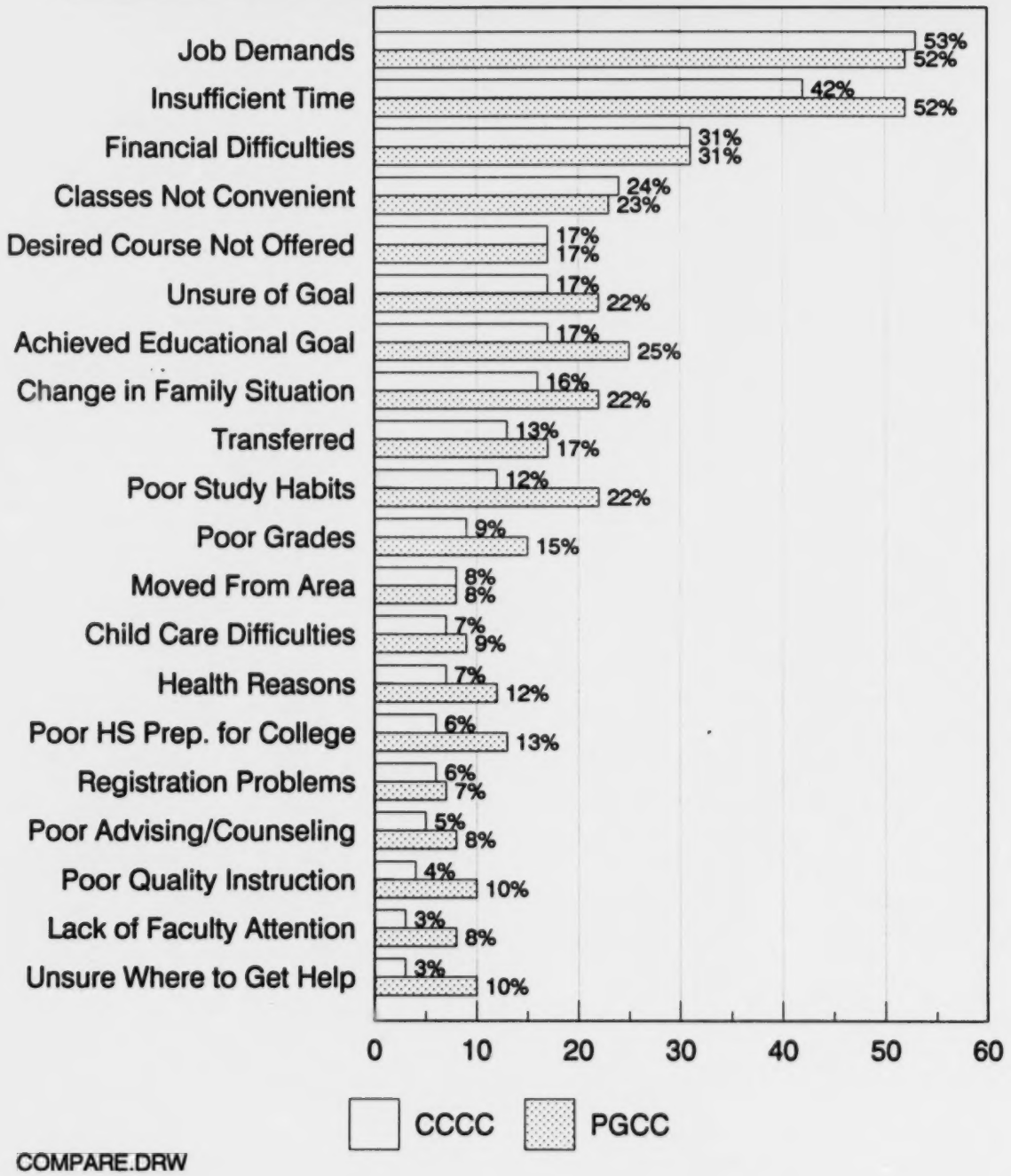
TABLE 3

- More PGCC (85%) than CCCC (73%) respondents stated that they plan to return to their colleges.

COULD THE COLLEGE HAVE INFLUENCED YOU TO RETURN?

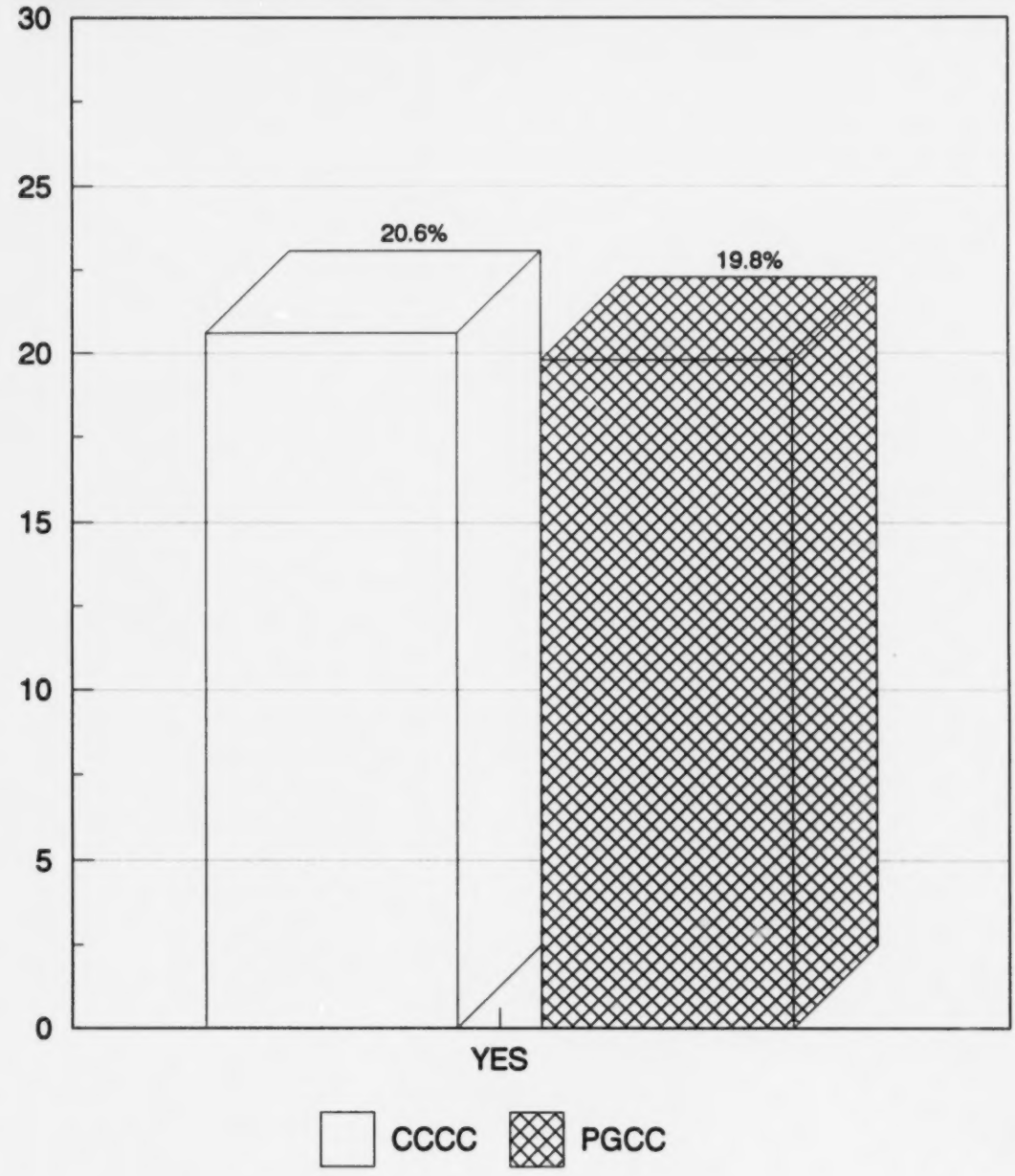
"MAJOR" & "MINOR" REASONS

TABLE 1



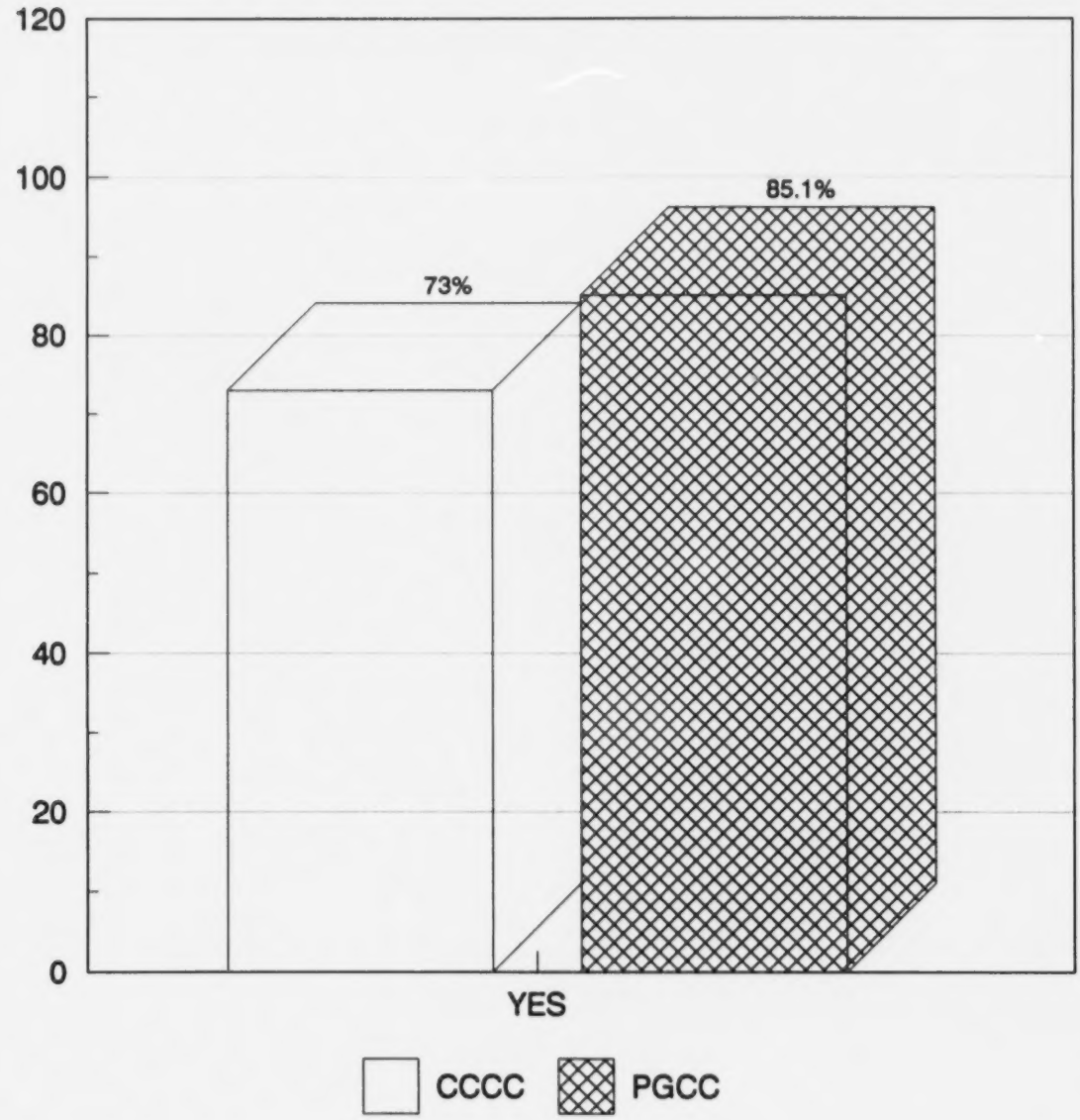
COMPARE.DRW

NON-RETURNING SURVEY
COULD THE COLLEGE HAVE INFLUENCED YOU TO RETURN?
TABLE 2



INFLUNCE.DRW

NON-RETURNING SURVEY
DO YOU PLAN TO RETURN TO COLLEGE?
TABLE 3



PLANRETN.DRW

APPENDIX

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

Survey of Nonreturning Students
Fall 87 - Spring 88

Hello, my name is _____ from Prince George's Community College. I am calling because the college's records show that, although you were a student here during Fall 87, you are not currently registered for any courses this Spring. We'd like you to answer a few brief questions to help us find out some of the reasons students might not return to Prince George's Community College.

1. Are you currently enrolled in any credit courses at Prince George's Community College?

YES 1
NO.....2

→ Our questions are for students who are not taking credit courses this semester. Thank you for your time.

(TERMINATE INTERVIEW)

2. Did you begin the registration process for any credit course in the Spring 88 Semester?

YES..... 1
NO 2

→ (IF NO, GO TO QUESTION 3.)

→ 2a. Did you complete registration for any credit course and then drop that course?

YES..... 1
NO..... 2

3. What was the major reason for your not returning to Prince George's Community College this semester?

_____

_____

_____

4. I'm going to read some possible reasons for a student not returning to college. Please tell me, for each one, whether it was a major reason, a minor reason, or not a reason for your decision not to return to Prince George's Community College this semester.

	MAJOR REASON	MINOR REASON	NOT A REASON
3a. Transferred to another school. Please specify name of school_____	1	2	3
3b. Full-time employment demands.	1	2	3
3c. Immediate educational goal achieved.	1	2	3
3d. Class times were not convenient.	1	2	3
3e. Relocated to another area.	1	2	3
3f. Change in family situation.	1	2	3
3g. Child care difficulties.	1	2	3
3h. Undecided about your goals.	1	2	3
3i. Financial reasons.	1	2	3
3j. Health reasons.	1	2	3
3k. Poor high school preparation for college.	1	2	3
3l. Academic problems due to poor personal study habits.	1	2	3
3m. Poor grades.	1	2	3
3n. Difficulties with registration.	1	2	3
3o. Lack of support/poor advice from counselor or advisor.	1	2	3
3p. Desired course(s) not offered.	1	2	3
3q. Lack of attention from faculty.	1	2	3
3r. Poor quality of instruction.	1	2	3
3s. Lack of knowledge of where to find needed help.	1	2	3
3t. Insufficient time due to other responsibilities.	1	2	3
3u. Other (please specify)_____			

5. Could the college have helped you in any way which would have influenced you to return to Prince George's Community College this semester?

YES..... 1
NO..... 2

(IF NO, GO TO QUESTION 6.)

(IF YES) 5b. How? _____

_____

_____

_____

6. Do you plan to return to Prince George's Community College?

YES.....1
NO.....2

(IF YES) 6a. When? _____

That completes my questions. Thank you very much for your help.

CUSTOMER RELATIONS
BAD 1680
ASSOCIATE PROFESSOR: ATHENA MIKLOS

ASSIGNMENT IA
CUSTOMER SATISFACTION SURVEY
100 POINTS

This course in customer relations is designed to demonstrate that there is a definite relationship between customer satisfaction and profitability. All too often, it is evident that businesses, whatever their nature, overlook the importance of the customer as a "competitive weapon." Consequently, they spend little, if any, time determining the level of customer satisfaction and why customers do not return. It is the purpose of this assignment to begin to talk with customers and analyze why they have not returned to purchase the services available to them.

Therefore, under the guidance of the instructor and the Department of Institutional Research at Charles County Community College, students will conduct phone interviews, input the results of the survey into SPSS, tabulate the results, and analyze the information they have tabulated to make inferences about the results. This will be accomplished under the direction of the instructor and the Director of Institutional research.

Each student will submit their own final paper. Students will be asked to submit a printout of the results generated by SPSS in addition to their analysis of the data. The final paper will be typewritten and graded according to the Standards for Grading Written Work, which is included with your syllabus and section 7 - page 3 of the Evaluation of the Student. Please review those carefully as they discuss content, mechanics, format and a number of other guidelines.

Charles County Community College

MEMORANDUM

TO: Customer Relations Students

FROM: Gohar Farahani, Director gf
Institutional Research and Assessment Department

DATE: February 24, 1992

SUBJECT: Confidentiality

Thank you for your interest in working on the Non-Returning Students Survey. I would like to notify you that you will be providing volunteer services to the Charles County Community College for the duration of this project. Therefore, you must keep students' information that you will be receiving strictly confidential.

If there is anything further you wish to discuss, please don't hesitate to call me at extension 620. I look forward to working with you.

cc: Athena Miklos

confind.wp

Box 910, Mitchell Road, La Plata, Maryland 20646-0910 Phone (301) 934-2251
(D.C.) 870-3008 (St. Mary's) 884-8131

ERIC Clearinghouse for
Junior Colleges

JUL 10 1992